

Supporting Students With Learning Disabilities: Strategies for Success

GRADES K–6

This course will help teachers to understand the types and characteristics of learning disabilities as well as the challenges that students with LD may experience in school and throughout their lives. Teachers will learn about the referral and eligibility process, including the importance of using research-based interventions and progress monitoring techniques. Teachers will explore how collaboration with colleagues, specialists, parents, and other members of the school community can help to support the needs of students with LD and learn research-based practices to help these students gain the knowledge, skills, and dispositions to succeed academically and in life.

COURSE TOPICS

- What is LD?
- Characteristics and types of LD
- Referral process and eligibility determination
- Response to intervention (RTI) and progress monitoring
- Collaboration and inclusion
- Differentiation
- Acquisition to generalization framework for strategy instruction
- Explicit strategy instruction in core academics: reading, writing, spelling, and math
- Strategies to develop students' organizational and study skills
- Promoting positive behavior and social skills
- Transition planning, process, and services

COURSE OUTCOMES

By the end of the course, educators will:

- Build empathy for and understanding of students with learning disabilities and their families
- Investigate a type of LD and describe specific implications for teaching and learning in their classroom
- Describe processes and assessment methods used to determine eligibility for a learning disability and explain the referral process at their school/district
- Relate information about brain research on reading disabilities, approaches to reading instruction, and the importance of reading motivation to current instructional practices
- Analyze word-level and comprehension-related reading difficulties and determine appropriate interventions, including technology-based interventions
- Describe writing difficulties experienced by students with reading disabilities and suggest scientific research-based interventions to develop writing skills
- Design a lesson to support a student who experiences difficulties in math
- Evaluate and use strategies for teaching organizational and study skills
- Evaluate challenges and opportunities of collaborating with parents and colleagues
- Differentiate the content, process, and/or product of a lesson or activity to address diverse readiness levels, interests, and/or learning profiles of a particular group of students, including one or more students with LD
- Explain how the Response to Intervention (RTI) process is implemented at their school
- Develop a progress-monitoring strategy for a particular area of their grade-level curriculum
- Address the social, emotional, and behavioral needs of students with learning disabilities or learning deficits
- Plan to use the Acquisition to Generalization framework to teach a learning strategy to a student or group of students including students with LD
- Explain the importance of transition planning for students with LD

SUPPORTING STUDENTS WITH LEARNING DISABILITIES: STRATEGIES FOR SUCCESS

COURSE ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

NOTE: This course requires interaction with students in order to complete some assignments.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

PRINT & DVD FORMAT

Participants in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email. Participants will receive:

→ The print study guide

- *Supporting Students With Learning Disabilities: Strategies for Success*

→ The DVD

- Laureate Education, Inc. (Executive Producer). (2009). *Supporting students with learning disabilities: Strategies for success*. Baltimore: Executive Producer.

→ The course textbook(s)

- Pierangelo, R. & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.
- Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach* (5th ed.). Boston: Allyn & Bacon.

→ The other required readings

- Accessed via Internet – NOTE: The print & DVD format does require Internet access for some reading assignments.

ONLINE FORMAT

Participants in the online version access the course content through an online learning management system. Teachers are required to participate in virtual discussions via a discussion board with fellow educators with whom they interact. Course texts, Web sites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. The online course includes:

→ Access to the online classroom for

- *Supporting Students With Learning Disabilities: Strategies for Success*

→ Access to the video programs in the online classroom as well as a back-up DVD

- Laureate Education, Inc. (Executive Producer). (2009). *Supporting students with learning disabilities: Strategies for success*. Baltimore: Executive Producer.

→ The course textbook(s)

- Pierangelo, R. & Giuliani, G. (2008). *Teaching students with learning disabilities: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.

→ Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 or higher (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free and the download should take only a few minutes at <http://www.mozilla.com/en-US/firefox/all-older.html>.

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Donald D. Deshler, Ph.D.

Dr. Donald Deshler is a professor in the Department of Special Education and Director of the Center for Research on Learning (CRL) at the University of Kansas. Dr. Deshler is the recipient of the Council for Exceptional Children's J. E. Wallace Wallin Special Education Distinguished Service Award and the Learning Disability Association's of America LDA Distinguished Service Award. He is co-author of *Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms* and *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools*.

Marilyn Friend, Ph.D.

Dr. Marilyn Friend is professor of education in the Department of Specialized Education Services at the University of North Carolina at Greensboro. The co-author of *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Dr. Friend specializes in the areas of collaboration and consultation in special education, service delivery systems, team building, and inclusive education.

Douglas Fuchs, Ph.D.

Dr. Douglas Fuchs holds the Nicholas Hobbs Chair in Special Education and Human Development at Peabody College of Vanderbilt University. He is author/co-author of more than 200 articles in peer-reviewed journals and has won several "best paper" awards. Among many other accolades, Dr. Fuchs was awarded the Council for Exceptional Children's Career Research Award.

James R. Patton, Ed.D.

Dr. James Patton is an independent consultant and adjunct associate professor in the Department of Special Education at the University of Texas at Austin. He has written books, chapters, articles, and tests in the area of special education.

Edward Polloway, Ed.D.

Dr. Edward Polloway is dead of graduate studies and vice president for community advancement at Lynchburg College. He has taught at Lynchburg College since 1976 and has held several prior administrative positions including associate dean for academic affairs and dead of the School of Education and Human Development.

Kenneth Pugh, Ph.D.

Dr. Kenneth Pugh is an associate professor at the Yale University School of Medicine and president and director of research at Haskins Laboratories. A pioneer in his field, he has used functional magnetic resonance imaging (fMRI) to gain new insights about brain activity associated with reading and reading disabilities and has contributed numerous journal articles based on his research findings.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 295,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

FOR MORE INFORMATION

For more information regarding Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university. The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through a partnering university that assesses student work. Credit may be applicable for certification renewal and/or salary advancement.* Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.†

*It is a student's responsibility to check with his/her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.

†Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.